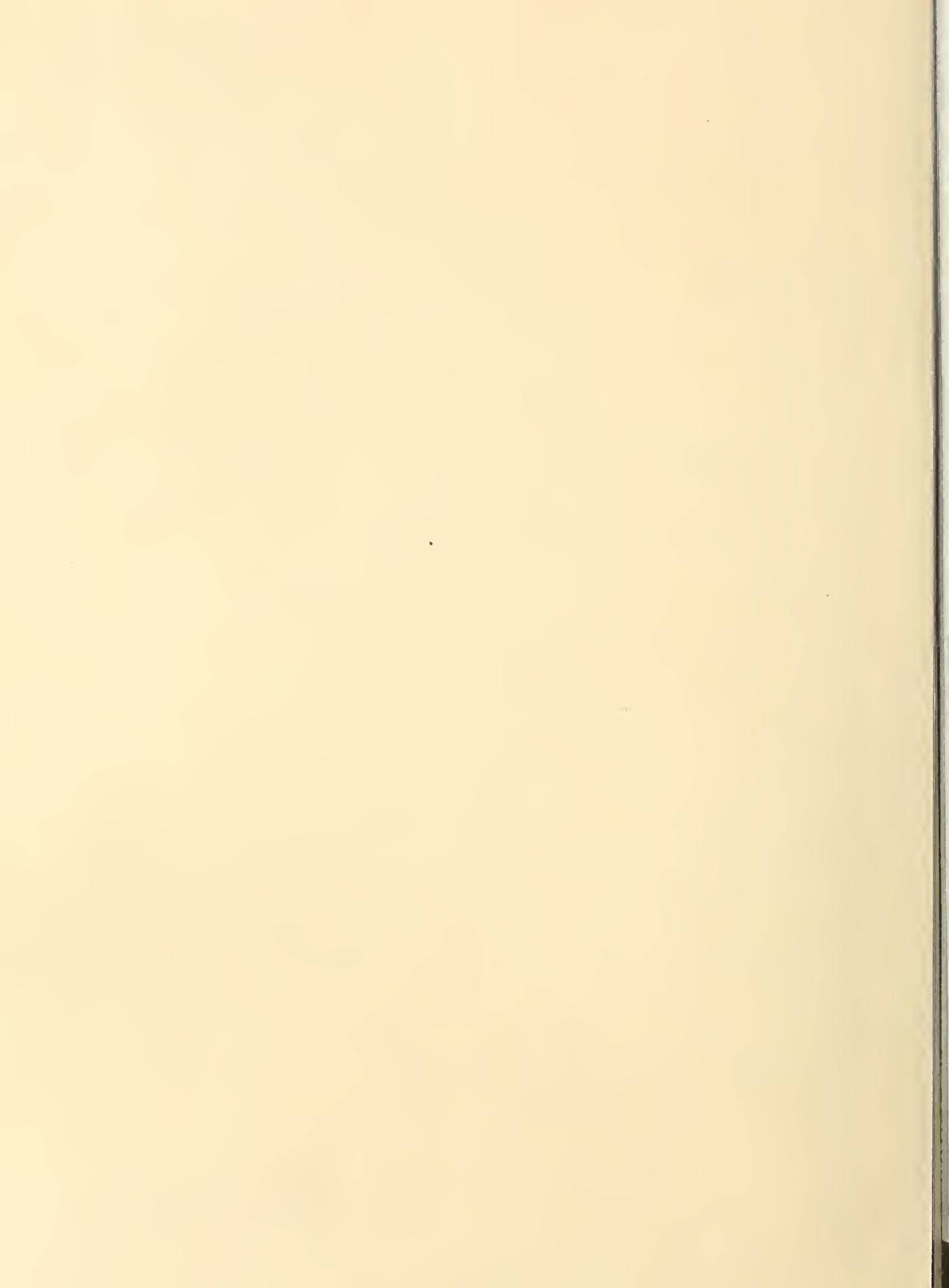


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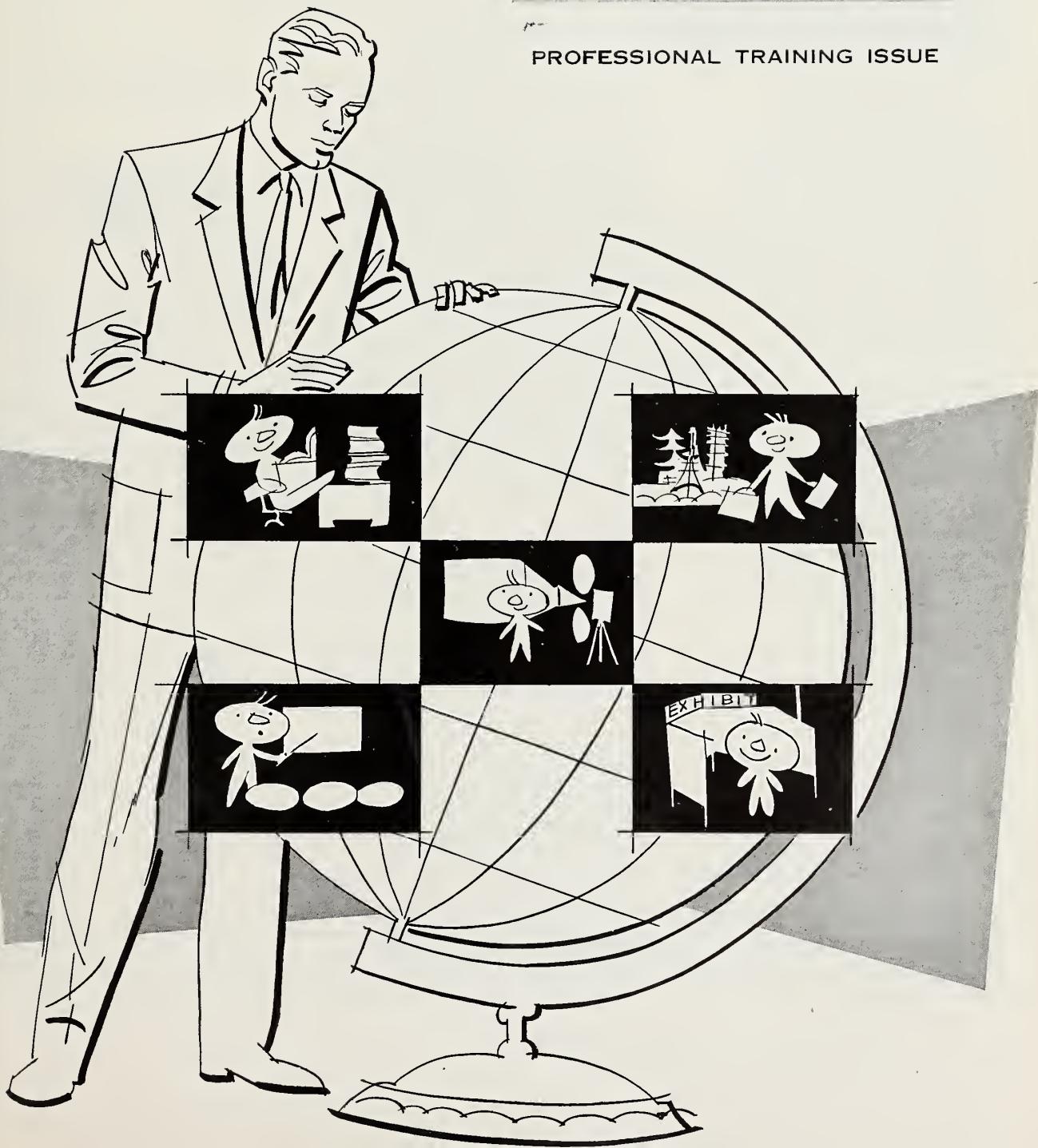
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EXTENSION SERVICE
Review

JANUARY 1957

PROFESSIONAL TRAINING ISSUE



EXTENSION SERVICE Review

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Division Director: *Lester A. Schlup*
Editor: *Catherine W. Beauchamp*
Associate
Editor: *Dorothy L. Bigelow*

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The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. The printing of this publication has been approved by the Director of the Bureau of the Budget (July 31, 1955).

The Extension Service Review is for Extension educators— in County, State and Federal Extension offices—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

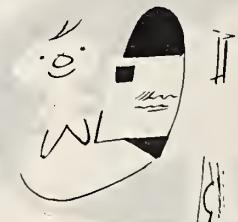
The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

EAR TO THE GROUND

Around the office we're calling this little figure to your right, Eddy . . . short for Education. As you can see, Eddy is a person of many moods and wide experiences, as any extension person might be, even you. We hope you will be tempted to turn the pages, and having turned, stop to read some of the good articles contributed by your fellow workers. And finally, lest you miss the point, little Eddy symbolizes you, mailing a letter of inquiry about a scholarship, summer school, a new book or coming lecture.

If you have time to read only one article in this issue, I don't know which one to recommend. Mary Louise Collings' article on the opposite page is the keynoter. For a clever and satisfying article, you'll enjoy Feeding and Care of Specialists by E. R. Jackman of Oregon. And you shouldn't miss the one called Do You Need a Tuneup? by Helen Turner and George Enfield. Well, go ahead and read them all—it won't take long and the needles are just pleasantly prickly.

Did you notice our new dress, the first change for the cover page in seven years. We hope you like it. The drawing, on the cover, if it



needed a name, might be titled "Educational opportunities are to be found everywhere." And the first one can be at your own desk. Today Ben Murow, our artist, who is responsible for this new look, made a suggestion that may be useful to you if you need spot drawings for your newsletters, bulletins, or talks. That is, you are welcome to trace, photograph, or otherwise reproduce any illustrations you find in the Extension Service Review—at any time. Government publications are not copyrighted, you know.

Next Month—Warning! Unless you want to read about visual aids, pass up the February number. It will be chock full of up-to-date information on new equipment, new methods, and bright bits of old philosophy about learning through our eyes. CWB

The Review is issued free by law to workers engaged in extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 10 cents per copy or by subscription at \$1.00 a year, domestic, and \$1.50, foreign.

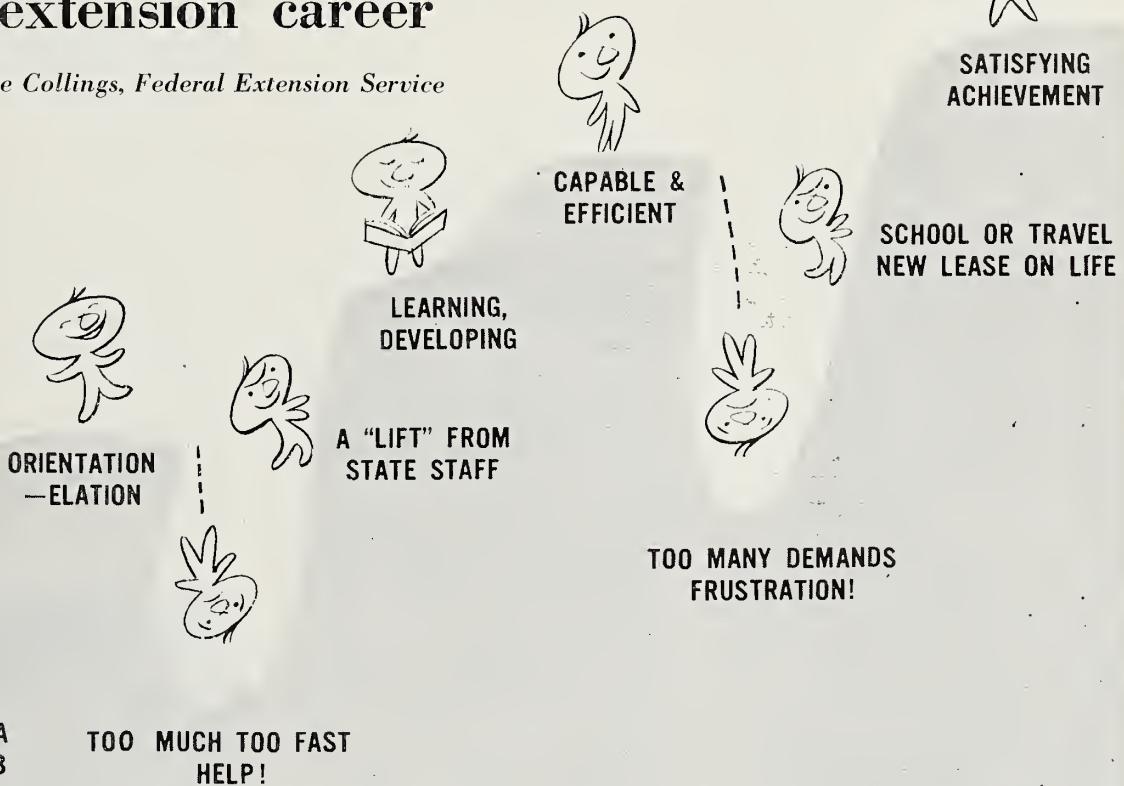
UPS AND DOWNS

in an extension career

by Mary Louise Collings, Federal Extension Service



SATISFYING
ACHIEVEMENT



If everything were perfect in this wonderful world the newly employed extension worker would launch his career with pride and confidence, march resolutely onward and upward to achievement and distinction, retiring at last in a blaze of satisfaction and glory. Some charmed souls actually fit so perfectly into the career they have chosen as to meet only "ups" along the way.

For most of us, however, there are some "downs" in the journey through an extension career—times when we feel insecure, uncertain, inadequate or plain frustrated, harassed, defeated. This is natural, perhaps, but no less undesirable.

The thesis of this issue of the Extension Service Review is that the "downs" in an extension career can be leveled off to a great extent by the proper kind of training and guidance. Our artist has sketched an ex-

tension worker on the career road toward success. He pictures what happens to the inner life of the worker as he meets the problems or the challenges of an extension career. She gives us clues to the kinds of assistance which the worker needs in the form of training or personal guidance in order that the road be smoothed under the confident feet of the traveler.

Articles throughout the issue recount experiences of various persons who have lived through the periods of concern, have skirted the pitfalls, and now describe what helped them along the way. How they did it will offer suggestions to others.

They will describe the purposes and contributions of various phases of a well-rounded training program. Starting with the first days of employment and on through major crises of the career, each contributor

will recount his or her experiences in one of the following stages:

The well-planned introduction to the county as a means of developing pride in joining the team.

The orientation period at the State office as an opportunity to create a sense of the importance of the job.

Visits from supervisors and specialists to develop security and a sense of direction.

The new workers' conference as an opportunity to demonstrate leadership among one's peers and thus develop confidence.

Well-guided performance on the job which tests one's own abilities in actual situations and results in a sense of achievement.

Guidance in shifting gears from a performer to a trainer-of-performers that must come in an ex-

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THANKS for a good start



As a Summer Trainee

HERE are two programs in Illinois that gave me my start in Extension. Most important of these to me was the summer trainee program when I spent 3 months in training in Randolph County under a top farm adviser.

There I learned use of mass media by writing a column for the newspapers, by writing news stories and by making radio broadcasts. Grasshoppers were a serious problem. I learned methods of control and how to explain them to farmers. By late summer, drought had damaged the corn. We advised farmers to salvage the drought-damaged corn by making it into silage. I learned administration of the 4-H Club program, I met people. Learning by doing cannot be duplicated!

Next in importance to me was my academic training. At the college I took a course in extension methods. Here we learned the tools of extension. We met the specialists; we examined county programs of work; we learned qualities possessed by successful extension workers; county workers discussed extension work with the class; we learned the philosophy of extension. This training added to the in-service training spurred me on into the field of Extension.—*Charles Engelhardt, Assistant Farm Adviser, De Kalb County, Ill.*



Charles Engelhardt

My Extension Course in College

I think the greatest asset to my professional development has been my former 4-H Club work plus my undergraduate course in Extension organization. Having been a 4-H Club member and worked very closely with county extension personnel as a teenager, I can now better understand the problems of both the 4-H young people and the extension workers. Then, too, my connections with the State staff as a State 4-H Council officer gave me a better understanding of how extension work is carried on.

4-H Club work was only a beginning. During my last quarter at the University of Georgia I took a course in Extension organization. Although I found myself in a class with 18 boys, I stayed with it in spite of the kidding and gained a much more thorough understanding of the purposes of extension work.

On June 15 I began work in Washington County as assistant home demonstration agent. I found Washington to be one of the largest counties in Georgia, but I also found it full of very friendly, patient, and understanding people. So I attribute a great portion of my development as an extension worker on the job to the wonderful response from the people countywide.

And last, but certainly not least, is the county extension personnel with whom I work. Since Washington County is a pilot county with major emphasis on farm and home development, I have had the advantage of working with two assistant county agricultural agents, a county agricultural agent, a home demonstration agent, and two clerks. They, too, have been very patient and understanding and have been my guiding light.

I feel that it is an honor to be a small part of the Agricultural Extension Service. I love my work because I love people. And at this point I would like to pay tribute to a former home demonstration agent of Jasper County, who now is married and rearing 4-H Club members of her own. It was under her guidance that I took an active part in 4-H Club work and first caught the bug of enthusiasm and sincere love and appreciation of the Agricultural Extension Service.—*Carolyn Milner, Assistant Home Demonstration Agent, Washington County, Ga.*



Carolyn Milner, Georgia

My People

The first year in any job is difficult, but more so in extension work. Until you have gained experience, it is bewildering to say the least. The people of the county look to you as the final authority on everything in agriculture. A helping hand is indeed welcome during the initiation period.

I had a nodding acquaintance with the Extension Service before I came to Berkshire County, but I soon found that my position as horticulturist dealt with many more and varied tasks than I had anticipated.

I am indebted to the staff and secretaries in our county office. Everyone in all departments took time to answer my many inquiries. The county home demonstration and club agents worked as a team and soon made me feel like part of that team. The chief clerk assisted me with sometimes burdensome, but necessary, paperwork. The trustees advised me in many matters. Our county agent-manager made me feel that I was on my own and yet had his backing.

The University of Massachusetts has been a valuable source of information. There was an orientation meeting for new agents on the campus during which various staff members explained functions, services, and coordination of State and county offices. From time to time subject-matter meetings are held at the University. These meetings supply me with much up-to-date horticultural material.

The State extension staff has not only helped on specific problems, but has supplied a variety of printed information. It was from these specialists that I obtained the latest results of research to pass on to the people of the county.

Without the cooperation and enthusiasm of the people in my county, my work would have been ineffective. Many persons give complete support to all extension work and they have helped me in a hundred ways. It is the people of the county who make my work for the Extension Service such a satisfying experience.—*Richard L. Boyce, Associate Agricultural Agent, Berkshire County, Mass.*



Richard L. Boyce, Massachusetts

Time With the Specialists

A new agent starting a career in Extension needs a well-balanced training program even though he or she may possess all the qualities of a good agent.

As I look back over my 4½ years of Extension, I realize the value of that well-rounded program.

In a special training county for 2 months, I enjoyed the company of three agents who were particularly versed in helping me get the proper start.

This in-service was the most important phase of my preparation for the job. During that time these agents spent many hours patiently helping me with the smallest details of planning programs and writing reports. They were frank in giving opinions and criticizing mine, when necessary.

All this personal attention helped to eliminate stumbling blocks later.

Another good sendoff which I enjoyed as a new agent was meeting the State extension staff and spending time with them in the field. I would like to put particular emphasis on the phrase "in the field."

I had the opportunity to travel over a large part of the State with the specialists I would be working with closely. I feel this type of training provides much necessary and essential background in the line of extension policy and planning.

In summary, I would like to say one of the most important methods of extension teaching works just as well with agents as it does with farmers. Personal contacts, where I was shown how and told why, helped me the most in getting started on my job.—*James K. Ballard, Chelan County Agent, Wash.*



James K. Ballard, Washington

Confidence from Orientation

Capsules of wisdom! Years of experience packed in palatable form for you—the new extension agent! No miracle drug this, rather a practical and painless way of helping you move from the state of the vague to the purposeful.

As a new Extension Service agent in Louisiana I had the opportunity of acquiring this confidence through the special orientation program at Louisiana State University. This program is designed to acquaint one with the background of the organization of which you are now a member. The purposes, objectives, and methods of extension work are fully explained to you in a graphic manner. All this in the short time span of 3 weeks! It would take years of trial and error to accumulate this store of information through field experience alone.

Almost from the beginning hours of the orientation classes you are attending, a feeling of security begins to evolve. The reports you will make as an extension agent are not just red tape but a practical means of measuring progress and an aid in determining direction. You are learning how to make the experience of years a tool that will work for you. Extension work begins to take on a special meaning. You are realizing that you are an important channel through which human lives will be enriched!

The extension program begins to develop for you from its component parts into an integrated and cooperative effort. You do have a contri-

(Continued on page 8)



Virginia White, Louisiana



Molding Attitudes

by Mrs. Marie B. Bowen, Delaware County, Ind.

IN my role as trainer, I must first help the new agent feel she is a part of the staff in the county in which she trains, and that she is going to make a contribution to the county program while she is there. Indirectly, I hope that making her feel a part of the staff and of importance to the program will help her to see the value of doing the same thing with the women in the county to which she will go.

Some of the attitudes which we want new agents to develop or acquire are not so tangible as their ability to put in a zipper, to judge a piece of carpet, or test a gage on a pressure cooker, but I believe they are far more important to an agent's success. If she learns in her training period that when the people do the planning and make the decisions, they will then take the responsibility for the outcome, she is on the way to becoming an educator in the true extension way.

Have a System

The following method of working, whether it's on a project or the whole program can be useful to the new agent if she learns to use it:

It might be:

1. Set up some goals—what do you want to get done?
2. Analyze the situation, see if the goals remain the same; was it realistic?
3. Identify and recognize the problems.
4. Inventory resources: What abilities have you? Who has them? What limitations have you, that is, time, energy, money?
5. Determine different ways of solving the problems.
6. Choose a method—make a decision.

7. Evaluate.

When an individual or a group can be taught to make a decision, it means simply that they have determined what, why, how, when, and who.

Once new agents get into the habit of working this way, their own tasks become easier and the people with whom they work are taught a process of analysis and planning that is invaluable to them, too. Someone has said "What we require to be taught—is to be our own teacher."

This method of working will preclude a new agent from becoming too positive about the right way or the best way to do things. She may be well informed, she should be. But she is in for trouble if she thinks she knows all the answers.

Use should be made of every possible opportunity for a new agent to observe how well club members can do things if given an opportunity. Club members like to do things that seem important. It is such a good way of showing them you have confidence in them. It helps them develop. A "Don't do it yourself" campaign might be a very good project for home demonstration agents.

One of our first interviews is with a newspaper editor. In a conference, plan with the new agent carefully for this experience. Here is an opportunity to do a good job of public relations if she sees that what she says about herself and her job will help people understand the program. This interview can make friends for the program. She will need to be suitably dressed, for her personal appearance can make her look the part of a professional person.

Perhaps the next experience the new agent should have is to visit a club meeting. Usually I would be giving a lesson at this meeting and

could talk it over with her before we go. I would ask her to see if I made it clear, ask her where she thought I might improve it. This would give me an opportunity to improve the lesson and also explain some of the adjustments which are necessary with different groups. We could evaluate this lesson on the return trip from the meeting while it is fresh in our minds.

The new agent should go over the enrollment cards to become familiar with the names of members in the club. It will help to see them written and she can learn the names of the hostess and the officers. This simple technique will help her when she goes into her own county.

In the Wings

The new agent will get a great deal more from the meeting than the lesson if in a personal conference she has been prepared for it. She will see social know-how as well as scientific know-how demonstrated. She may see the local club organization in operation for the first time. Suppose she feels the president does a poor job! Before going to the meeting, I should prepare her for what she might see. She should get some appreciation of how much this president has worked for the club. Twelve times a year she attends and presides at the club meeting, 7 or 8 times she attends council meetings; she probably serves on a county committee, which takes a few more days. All this she does in addition to a big job of homemaking. We sometimes wonder how she manages to get to the meetings at all.

A new agent should be cautioned about always using the good speakers or the leaders who are already trained.

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MAKE IT A TEAM

by Victor B. McClure Houtz,
Thayer County Extension Agents, Nebraska

WHEN a young man or woman becomes a trainee in extension work, he or she accepts the challenge of becoming a teacher, a counselor and an educator in all matters affecting rural people and rural life.

When a trainee is assigned to a county, the county extension staff assumes the responsibility of supplying the methods by which he or she can accomplish that goal. But, neither the trainee nor staff members can accomplish their goals alone. It must be done through teamwork.

To what extent the trainee meets his or her goal depends on many things. First, the county staff needs to have a sense of security, an appreciation of each other's work and a feeling of compatibility. Secondly, an awareness of these values must be communicated to the trainee. For, without these, a trainee will fall short of acquiring the extension philosophy—demonstrating what Extension is by what Extension does.

Everybody likes to "belong." A trainee must feel he or she belongs. The position of the trainee's desk is an important point to consider in bringing about this feeling of acceptance. Give his desk the same significance as those of the other agents. Above all, it should not be placed in a dismal corner where traffic seldom passes.

Help him to get acquainted. Introduce him to the other county workers, office callers, and friends. It is far better to assume they have never met than overlook the value of helping a newcomer establish and associate names and faces. Some comment as to their families, their work, or their status in the community will be appreciated by the trainee and those to whom he is being introduced.

Very shortly, the trainee will have a feeling of belonging, not only as a functioning part of the county staff, but as an active member of the community.



Mrs. Norma Oliver, office assistant, helps Ted Nelson, trainee, to become familiar with location of materials.

It is important to have a good relationship between the office assistant and the agent in training because many of the routine procedures can be explained by her. Then, there is the problem of report making. Who is better qualified to explain this process than the office assistant? Her guidance in this area will help establish rapport between her and the trainee. It also saves the time of other agents which can be used to greater advantage.

Learn to let go of the reins and give the trainee an opportunity to assume responsibility; train him to be a representative of the Extension Service. It may be done at inter-agency meetings, training meetings,

(Continued on next page)



Frequent staff conferences in Thayer County, Nebr., help Clara Houtz, home extension agent, and Victor McClure, agricultural agent, to orient Ted Nelson, new assistant agent.



The two Thayer County extension agents take Ted, their new assistant, with them on home calls to help him become acquainted and learn how to make calls.

field meetings, or in the office.

To give reins to the trainee is not as easy as it sounds, for people do not have confidence in a trainee. They want to talk to the agent whom they know. For that reason, people's confidence in the trainee must be strengthened. To do this, determine as early as possible a trainee's strong points. Capitalize on them by drawing him into conversation during office calls. Also see that he carries part of the program in the areas in which he is most capable. Be certain he has a reason for everything he is asked to do. Before long, people will know the trainee can and does carry his allotted part. Then they will recognize him as an important member of the extension team.

Considerable time must necessarily be spent in the office during the very first part of a training period. After learning office routines, it is important that the trainer agents and the trainee make some farm and home visits together. Home visits with the agricultural and home agents are an essential experience to a trainee. It provides a setting for seeing the family as a unit. It helps him see the complete picture—the home extension and youth programs, and those for the farmer. Soon the trainee will be traveling alone. This is one method of gradually handing over the reins of responsibility.

Stressing again the importance of the first days of the training period, remember, the trainee is new in his work and his surroundings are new to him. Consequently, he must be briefed as to the situation and what people wish to accomplish. This can be done by taking him into your confidence.

Do not forget to give praise and to give compliments when work has been well done. Nothing builds self-confidence, security, and assurance more quickly than does sincere commendation. It spurs one on to greater responsibility.

Trainees do want responsibility and should be given that opportunity early in their training. Assigning them only the chores is not the most desired approach. Better, select together a definite part of the program and allow him to develop it to the fullest of his abilities. The first will provide the incentive to work hard;

the second will provide a way in which he will receive pleasure from his own accomplishments.

One cannot say who is confronted with the greatest challenge or who plays the most important role during the period of an extension worker's training—the trainer or the trainee. If he or she is to succeed, it will be due to the united efforts and teamwork of all concerned.

A Good Start

(Continued from page 5)
bution to make—the way is clearer now.

The various ways of dispensing the information you now have and will acquire through training are shown you. No one prescription meets all needs. You are acquainted with methods of personal counseling and you learn the importance of mass media.

You learn how to give action appeal to your circular letters; you get pretty adept at handling the recipe for writing a news story; you find out what goes into an agent's column and the best style to employ. The potentialities of bulletins as lucrative sources of material for radio, TV, circular letters, and demonstrations are pointed out to you. You become acquainted with visual aids and quickly understand that they make things more graphic, more easily understood. You learn what makes TV programs tick.

An orientation program. Capsules of wisdom containing concentrated knowledge to meet the needs of the new Extension Service agent.—*Virginia White, Associate Home Demonstration Agent, Lafayette Parish, La.*

Molding Attitudes

(Continued from page 6)
ed in all jobs of importance. How do we know if there is latent talent unless we provide an opportunity for new people to perform in our programs. How can they ever improve?

When the new agent goes to club meetings on her own, she should visit some good clubs and some poor ones—she will have both kinds in her own county—for she may get a shock when she hears a local leader give a lesson for the first time. If

she has been prepared for it, however, she will conclude that education is a slow process, and that there is much to be done. Here again, we must start where the people now are.

And perhaps, seeing a leader or an officer do a poor job occasionally, may help the new agent to see that she is not at her best every day. We hope that most of her days are good days, but a frank admission that none of us is always at our best, helps us to be more tolerant and more understanding.

How can the trainee learn something about her own county? If she learns about the county in which she trains, she would probably learn about her own county in the same way. The annual reports will show the program and its development. The census tables describing the characteristics of the population are required reading for Delaware County trainees. The census report can be found in every library.

A new agent should have an opportunity to write some news stories and script for radio programs and give them herself. This can be developed by first observing, then assisting, before becoming entirely responsible.

My most important job as trainer, I believe, is done in personal conferences.

I believe my role as a trainer is to help the new agent get acquainted with the Extension Service—to help her see the philosophy back of it, and to see that if people are taught to analyze their own needs, use the available facts, and then make decisions, the program will succeed.

Ups and Downs

(Continued from page 3)
panded program requiring maturity and judgment.

A thoughtful program of graduate study as a means of gaining redirection and rededication.

Certainly all of us in Extension want to be instrumental in helping each other to fulfill the old Gaelic Blessing—

“May the roads rise with you
And the wind be always at your
back
And may the Lord hold you in the
hollow of His hand.”

It's a Very Special Job

by George C. Herring, Assistant
Extension Director, Virginia

Two objectives were established early in getting the farm and home development phase of the extension program underway in Virginia. One was to acquaint personnel throughout the school of agriculture with this activity. A second was to get the thinking and assistance of all who might be helpful, whether they were in extension, research, or resident teaching. To carry out these objectives, numerous meetings and conferences were held, and three committees were appointed to study and develop plans for phases of this undertaking.

The committee on training personnel had the responsibility of determining what should be taught, how and when it should be done, who would do it, and other details of the training program. It also had the responsibility for the preparation of material needed, including a farm and home development manual. The latter included basic information on policy and procedure, subject matter needed in decision making, and forms for the use of workers.

The preparation of the manual was a school of agriculture undertaking. It brought together people in research, teaching, and Extension within subject-matter fields. Much of the

material had to be developed across departmental lines. The effect was to create a better understanding among workers in the school of agriculture. After completion of the manual, agents expressed the opinion that the preparation of it was a worthwhile undertaking in itself.

The first school for extension workers on farm and home development was held for a week at the college. Its purpose was to give training in procedure to the specialists and all county workers of the 15 pilot counties. Administrative staff members, extension specialists in farm and home management, and members of the resident teaching staff were the instructors.

After giving those in attendance background information on objectives of this extension activity, principles of farm and home management, and the like, a nearby farm was selected for study. The essential data for both the farm and home had been

obtained previously. Because of weather conditions, it was impossible to go to the farm on the day scheduled. However, a map of the farm and plan of the home were available. In addition, the farm owner and his wife were present for one session, which provided an opportunity for answering pertinent questions.

After obtaining all needed information, those attending the school were divided into groups to study different alternatives previously selected. An adviser was assigned to each group, which worked intensively on developing its alternative and in completing a report. The reports of alternatives on the farm and in the home were presented to the entire school and discussion followed. This phase of the training program was then summarized by the teaching staff.

The last session of the school was devoted to methods of getting the
(Continued on next page)



E. M. De Busk, Middlesex County agent, meets with a farm family to help make farm and home development plans.



Chilton Reyburn, Prince Georges agent, advises the Allins on their plans to remodel and landscape their home.

work underway on the county level. Special committees were assigned to develop techniques which were staged with workers acting the parts of county extension agents or farm people. The school was pronounced by many workers as the best they had ever attended. The key to its success was that all had participated in it.

After completion of the first school, plans were immediately developed to train county workers outside the pilot counties. Six district schools of 3 days' duration were organized in the field for white workers and one at Virginia State College for the Negro agents. The program was essentially the same as the first school but had to be somewhat streamlined because less time was devoted to it. In all cases, basic data for a nearby farm situation were obtained in advance. A visit was already made to the farm.

Following the schools, the specialists assigned for farm and home development worked intensively with agents on their individual problems. In this process the specialists continued to learn more about methods and thereby became of increased value to the agents. After several months of experience, agents in pilot counties and certain specialists were brought together in a district meeting for 1-day sessions to exchange ideas and methods.

One problem encountered early was the rapid turnover in county personnel, particularly in the pilot counties where additional workers had been employed. Even though provision has been made to train new agents through schools similar to those already described, activity in the field of farm and home development is slowed down greatly when experienced workers leave. While all agents, with the exception of recently employed ones, have received some training, there is a need for much more of it.

Under consideration are intensive schools in farm and home management. Another need, in order to reach more people, is to explore further the group methods of teaching. If the farm and home phase of the extension program is to make its greatest contribution, the training of extension personnel will have to be a continuing process.

Have You a 5-YEAR PLAN?

by F. E. Rogers, State Extension Agent, Missouri

PLANNING is one of the best ways to get control of more of our time. Many of us find ourselves trying to "do all things for all people" and not time enough to do any of them well. Maybe this is because we do not have a well-planned specific program recognized and understood by the rural leaders.

Plans for professional improvement—the one thing that would contribute most to helping us become more effective and efficient extension workers—are not made in many cases because "we do not have the time." So if we are to have time for professional improvement the first step is to make a plan—a proposed design for the betterment of our profession.

Obviously, this plan or design must take into account the individual's present situation. For example, we need to ask ourselves such questions as: How much time did I spend last year in improving myself professionally? What improvement would I like to make? Do I want to continue in my present position or would I like to direct my improvement to some other phase of extension work? What kinds of professional improvement are at my disposal? What other professional improvement opportunities are needed?

A professional improvement survey made late in 1955, answered by 94 percent of our Missouri extension workers, showed 37 percent had attended summer schools since they joined the extension staff. And another 54 percent indicated they planned to do so during the next 5 years. More than half of the 400 members reporting said they were interested in improving their skills in conducting meetings, in news writing, in effective speaking, and in the use of visual aids in extension teaching.

Missouri Extension workers have

been encouraged, especially during the last 5 years, by the administrative staff to improve themselves professionally. Sabbatic leave with half pay has been given. Special summer study leave has been available. Partial expenses for summer schools have been paid. And courses have been taught out of State.

Six to eight workshops and district training conferences have been held annually on the subjects requested by agents and specialists. These served as refresher courses. Also, books from the university library have been taken to district conferences and checked out by agents.

Accomplishments

Professional improvement accomplishments include the following:

An average of 52 extension people have attended summer schools annually during the past 5 years. In 1956, 37 attended the special summer session at the University of Missouri. And 19 others attended one of the regional summer schools. Thirty-four of these received \$50 expense money from extension funds. Ten were awarded other scholarships.

Thirty-five have received master's degrees, and two earned Ph. D. degrees since 1951.

This year, 95 percent of the State and county extension staff members took part in 4-day communication workshops. At the end of the conferences they reported 76 percent of their time was used in communications.

During 1956, 43 percent of the county extension workers read university library books for self-improvement.

Even though many are working to improve themselves professionally,

progress has not been fast enough. Main reason is that each individual does not have a definite written plan for himself—a long-time professional improvement plan. With this in mind, district supervisors last year suggested each agent work out his own 5-year plan for professional improvement. Some now have such plans. During the next 2 years we expect the majority of the staff will develop such plans to fit their individual needs.

Basic extension philosophy holds that no method can replace home visits as a way of getting close to people. If it's true of people we know, it's even truer, of course, of those we don't know.

In the past year I've had the privilege and pleasure of visiting some 30 families in 7 counties. On each visit, I was accompanied by one or more of our county extension agents.

My aim was to get better acquainted with the people who, we hope, are reading the information materials we prepare in the State extension office. I'm on the news desk. We have clippings to show that our stories are printed in many papers, daily and weekly. But are those stories read? And if they are read, are they on the right subjects and laced with the right words to lead the readers into action?

I'm convinced that the only way we can find out the answers to these questions is to go to the people we are writing for.

The visits were prompted by my receipt of a \$500 study award for professional improvement from the American Association of Agricultural College Editors and the National Plant Food Institute.

Our procedure, usually, was to flip a coin, pick a road in the county, and turn in at the first strange name on a mailbox.

From then on, we did largely what "came naturally." What came naturally for our host or hostess was to invite us in. If the word "extension" or "county agent" meant anything at all, the visit was likely to have many of the aspects of old home week. The gratitude and delight of our hosts over our taking time out to visit sent us on our way with a warm glow.

If the name didn't strike a familiar chord, we had considerable background to do. But in the end, the results were usually the same—delight and gratitude for our interest and visit.

Once we made the word "extension" meaningful, questions began to flow freely. Sometimes, of course, they started as soon as we got inside the door. That's when the family knew the name of the agent from her personal newspaper column or radio talks or from phone calls for help

to the county extension office.

We told the family who we were and that we had simply stopped in to get acquainted. To our hosts that seemed to be reason enough for coming. We like people, the agents and I. And we showed it by giving our full and smiling attention to our host or hostess. Sometimes both were in on our visits. We opened up areas of conversation by comments on something in the home or something we had seen on the farm or in the yard. We asked few questions. We encouraged the people to talk and we listened. We took no notes. We had no schedule of questions. We listened for words and their emotional content; we looked for facial and bodily expressions that would convey attitudes and emotions concerning the topics discussed. We looked at the home and the farm and considered what we saw in the light of what the people mentioned in the way of interests and problems. We visited each family for an hour and a half at least—often longer because they wouldn't let us get away.

Leave a Calling Card

We left the family a copy of a printed publication list of extension bulletins, and on it the name of the agent, and the address and telephone number of the county extension office.

In later interviews, we used a post-interview checksheet to record what we heard and what we saw. This we filled out after leaving the farm.

The fear of fire lay heavy on the hearts of two mothers. One said: "We always look to see if the house is still here every time we come back from town." She looked dubiously at the small tanks, fire extinguishers, suspended from the ceiling. "We'd be suffocated in our beds, if a fire broke out in the night." The other mother said: "How can you teach children to break a window without actually breaking one? How can they break a window and get through without cutting their bare feet?"

There were questions about weeds and sprays and fabrics and window curtains and canned food and food freezers, garden cultivators, pastures,

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Listen to the People Speak



by Anna Jim Erickson, Information Specialist, Washington

STOP . . . look . . . and listen to the people speak!

That, briefly, is what some of us in Washington State have been doing. Our purpose is to visit families in their homes, to listen as they talk about their interests, their problems, their home and farm, their neighborhood. We listen for the words they use and for the precise meaning they give those words.

We think it is a good way to learn a lot about our audience, about the people we are trying to serve, about our own extension program.

A dream, slow, steady, certain in formulating, has suddenly burst into a live, real thing that almost literally knocks on our doors and strides into our lives. A welcome guest—this new view of an old friend, communications.

To be very, very brief, it all started with a conviction that we can and must improve our methods of communicating with our fellowmen. The 108 persons representing teams from 26 States and territories, who attended the 3 national workshops, are, from all reports, overflowing with enthusiasm and eager to relay to you the same exciting experiences they en-

joyed in the 3-week workshops.

The Communications Training Program was prepared and presented by the National Project in Agricultural Communications under policy direction of a special committee of the Extension Committee on Organization and Policy, American Association of Land-Grant Colleges and State Universities.

Footing the bills for these workshops, the State extension services selected their representatives carefully from among the State supervisors, training leaders, editors and specialists.

Returning to home base, these

teams have wasted no time in sharing with their co-workers part of the magic they seem to have absorbed in their training. Some States have relayed to county extension workers a substantial piece of communications understanding, appreciation and know-how.

As the following articles indicate, what has been done is only an eye-opener. As Hal Taylor of Wyoming said, "Our participants from Wyoming are developing, as all other State teams are doing, a continuing program for improving communications, which appears to be something that could very well revolutionize Extension in our State."

Oh, to be understood!

"The Case for It"

by L. E. Hoffman, Associate Director, State Agricultural Extension Service, Indiana

DID I reach the people concerned? Did they understand?" Those are questions we as extension workers need to constantly ask ourselves. They are particularly important in these changing times. We face constant demands to reach more people, different audiences, to spend research results faster, to concentrate more on the unit approach and still find ways to give more help in marketing, public affairs, and many other problems and programs vital to the present and future welfare of the people we serve.

In all of this, our job is educational. Whether we are county workers, specialists, supervisors or administra-

Following are comments on the Communications Training Program as it was prepared and presented by the National Project in Agricultural Communications. L. E. Hoffman, chairman of the planning committee, speaks on "The Case for it", and E. B. Winner, Missouri Extension Editor, tells "Some Results of it."

tors, we are teachers. We must know subject matter. We must also know how to teach. We in Extension have done a good job of keeping up on subject matter. We've been trained in subject matter, and we have kept close contact with research and subject-matter specialists. We surely cannot minimize the importance of subject matter. It is the raw material with which we work. How we prepare it and offer it to our public for their acceptance and use is the test of our teaching ability.

We all know experts in subject matter who are not able to teach. The men who make automobiles might not be able to sell them, and the people who sell them probably couldn't make them.

Most of us in Extension have not had a great deal of training in how

to teach. We have learned through experience. Many extension workers have become expert teachers in the special kind of out-of-classroom teaching we have to do.

What we sometimes overlook is that there are two kinds of experiences that can help us be better teachers—our own experiences and those of other people. There is much that all of us, particularly the wealth of younger, newer extension workers, can learn from other people's experiences. Other extension workers, the sociologists, psychologists, communications experts, and others have developed many principles and methods that apply or can be adapted to our problems.

More and more frequently we hear county extension agents, specialists, and supervisors saying, "We don't



have time to get the many jobs done." We have heard and still hear the same thing from farmers and homemakers. We have been very effective in sitting down with farm families and helping them make better use of their time, modernize their methods, fit many complicated facts together, and otherwise increase their efficiency.

We have a right to be proud of the very practical help we have given farm people in modernizing and increasing their efficiency. Isn't it time for us to wonder how much we have done to increase our own efficiency?

To Teach Is To Communicate

Our teaching problem is one of communicating ideas. Those of us who follow worldwide military, political, and other developments almost momentarily know that we have had far-reaching changes in communication facilities, possibilities, and methods in recent years. Such new teaching tools as television, radio, and our vast news reporting network are only the dramatic parts of the communications revolution that has been taking place. Progress in visual communication, in communication research, and in study of audience needs and interests are equally important, too.

All of this has given us added teaching tools and new techniques and a chance to fit them soundly into our teaching plans and increase our teaching efficiency and effectiveness.

The only way to get more done

per worker is to increase our efficiency. If we were more efficient we could lessen the number of hours that most of us now work. This would also bring more satisfaction from our jobs.

Balanced Teaching

The efficient worker uses the right tools for each particular job. A good mechanic does not use a screw driver where he needs a wrench. He does not confine himself to just a few tools but uses a whole kit if the job demands it. We have many tools in extension teaching. Do we use the right tools for a particular job, and do we make use of all the tools we have? Many times a worker becomes a specialist in the use of one tool, such as radio or news writing, but fails to select the right combination for getting the job done well. We have put a great deal of emphasis lately on the unit approach in farming and homemaking. Some States have called it Balanced Farming. We might call Extension Work, Balanced Teaching.

Extension has felt the need for further training in good teaching for a long time, and staff members have been encouraged to do graduate work. But very recently, there has developed a widespread interest in better training for good teaching, how to communicate ideas from one person to another. You can't teach if you don't communicate. That is true whether you are using oral, visual, or written methods, or visits, meetings, or mass channels.

Our extension leadership has responded in most States and, with the Association of Land-Grant Colleges and State Universities, has encouraged staff members to take graduate courses, arranged special summer schools on extension teaching methods, workshops, staff conferences, and provided more assistance to agents in news writing, and radio and television teaching methods.

Large numbers of extension workers have participated in and profited from these in-service training or professional improvement efforts. Further possibilities for extension workers to get professional improvement in teaching methods should come from an intensive and more coordinated communication training program now getting underway in many States.

"Some Results of It"

by E. B. Winner, *Editor, State Agricultural Extension Service, Missouri*

Do you understand how to understand and be understood when you are communicating? Hmmm! You know this tongue twister really has a lot of meaning in it. In fact, it's worth rereading just to be sure you understand it.

Extension workers in Missouri heard this repeated many times in the 4-day communication workshops held this past fall. And we believe Missouri Extensioners can truly say that they now have a better understanding.

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(Left) The I. M. Nonadopter family present a skit to demonstrate a communications problem. They are, left to right, Mary Holtman, NPAC; Mary Louise Collings, USDA; and Burl Winchester, Montana. This was given at the



Wyoming workshop. (Right) A panel discussion at the same workshop. (Left to right) Gene Quenemoen, Montana; Archie Harney, Idaho; Waneta Wittler, Nevada; Louis Schilt, Wyoming.



You can't put more than 24 hours in a day, but you can patch the leaks where precious time is lost.

improving the use of TIME



by Cleo Fitzsimmons, Ph. D.,
Professor of Home Management,
Purdue University, Indiana

PROBABLY there is no large group of workers in our economic order for whom the incentive to keep up to date in their work is greater than for those in the Extension Service. The people in rural communities across the United States, who work as local leaders with Extension, bring problems which are part of the fabric of life in a free enterprise economy. Solution of these problems depends at least in part on the best and newest information which can be obtained.

The problems presented are many and varied. To be able to acquire the kind of information needed to meet the demands of the job, extension agents and specialists alike engage in a rigorous in-service type of training. Part of this is self-directed and can consist in reading current reports of activity and research in their fields. Part will consist of special conferences and short courses for extension workers in which problems of immediate importance and longtime plans can be considered in a group. Some workers return to college for a short period of directed study or for the time necessary to obtain an advanced degree.

The devotion of extension people to their work is proved again and again by this preparation for keeping abreast of its demands. The job becomes almost a way of life. Constant sharing of tasks with alert groups of people and feelings of satisfaction from seeing the successful outcome of adopted practices are rewards which make extension efforts worthwhile. But the pressures of satisfying work can become so great that even the most devoted worker must pause at intervals to consider whether or not he has the time he needs for family and friends and self-maintenance.

What Are Your Goals?

To make his efforts count for maximum results, the extension worker must learn two important procedures in time use: To define his goals in living and working and to employ the methods of work simplification. The definition of goals comes first and serves to direct all activity.

Each worker owes it to himself to take time to decide what his goals are. They will determine his choices

of activity for himself and for his job. Others may suggest activities from which he will choose, but the final selection will be his. Choice should follow careful, honest self-analysis. Ideally, what he chooses to do will be in agreement with his judgment of how he can make the greatest contribution to the job and of what he feels is most worth having in his life. With experience and the completion of chosen tasks, goals may be changed. But conscious selection, in line with an overall plan when a choice must be made, offers the greatest promise for keeping time use in desirable proportions.

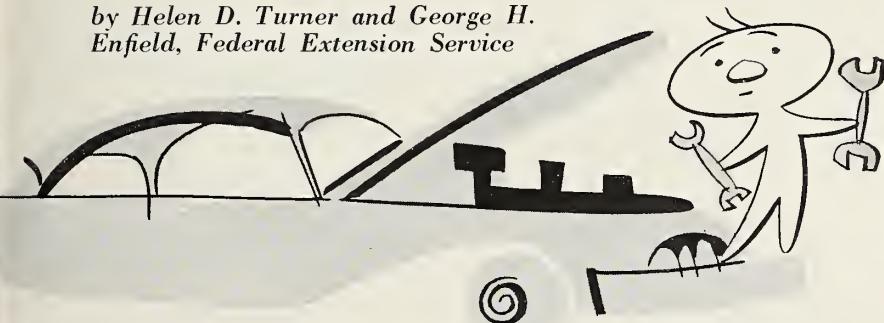
Five suggestions can be given to help in stating goals. Goals may be stated as values sought. Examples would be working for happiness, security, or knowledge. Goals can be stated as types of activity. This might be sending the children to college, reaching a membership of 1,000 in a county extension group, or enrolling 1,200 4-H Club members. Goals can be stated by stages in a family's life cycle or in our judgment of what represents stages of development of an extension program. In the family, goals might relate to the needs of the new family to preschool, grade, high school or college children; or finally to retirement of the parents.

Goals in a county program might begin with 200 members and 25 dependable leaders and proceed from that point perhaps in a series of 3-year goals. Goals can be stated as financial or money outlays. Examples are: Saving \$5,000 as a down payment for a house, or accumulating \$1,000 as a surplus to help insure the continuation of some extension activity. Finally, goals should help show advancement in reaching the ends sought. Some will be short-time and will be related to what a worker expects to do today and in the immediate foreseeable future, tomorrow and perhaps a month from now—a 4-H leaders' meeting or a visit to a club. Some will be intermediate and may bring together the results of a number of programs as an annual meeting. Some will be longtime—often not determinable in detail when plans are made, but important to provide for in an extension program, as a 5-year achievement day or, in the

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do you need a TUNEUP?

by Helen D. Turner and George H. Enfield, Federal Extension Service



Tired of it all? Said everything you have to say 20 times over and it seems no one bothers to listen? Think you'll blow your top if just one more person asks for anything? How long have you been in that county—8, 10, 15 years? And do you take pride in the fact that you've never had time to take a real vacation or get away from the county for anything except annual extension conferences, 4-H Club camps, and an occasional trip to a nearby county to judge their 4-H Club fair!

Starting a new job is a little like taking a new car out on the road—the hills are easy to climb—each curve presents a new challenge. You and the car follow the roadmap with ease and assurance. As the car ages, you may need to shift gears to make the top of the hill. Spark plugs need replacing; the pistons don't function properly; the tires are definitely not what they used to be; and it takes more gas to cover the same distance. And so it may be with the job.

When a car slows down, you do one of two things, trade for a new model or have an overhaul job done on the old one.

Perhaps your present dilemma stems from the fact—let's face it—you need to trade for a new model. In other words, change to a new county. A new job, new surround-

ings, new situations present new challenges, and the road will be faced with renewed assurance of your strength and ability. Also, it is sometimes easier to adapt to changes in methods and techniques in a new environment.

However, before there is a general upset-the-fruit-basket, let's look at the alternatives. If it isn't possible or desirable to change models, how to get better mileage out of the old car must be determined. Take it in for an overhaul. A good mechanic will analyze the situation carefully and list all that is necessary to put the old car in A-1 shape. You can be your own "mechanic" in determining the reasons for your present slump. If you feel the need of an "expert," ask your supervisor to help.

What things are you doing just because you have always done them. Can some be eliminated altogether or at least organized for greater efficiency? You may be carrying on activities or practices necessary to establish yourself as a new agent, but are they still necessary? What are you doing that could be done as well—maybe better—by others—secretary or lay leaders? (Granted you'd have to do some training.) Sometimes a carburetor adjustment is all that is necessary to get more gas mileage out of an old car.

Have you kept up to date? The situation has changed, have you? If it's your old methods that are holding you back, attendance at a regional summer school could grind your valves to cut down on loss of expression and power. To help you see more clearly where you are going, that windshield could be given a good cleaning at a workshop on program projection. Some new visual aids might help your light shine a little higher and you could drive faster.

If the tires are bad, you need something new to run on. Attendance at a regional extension summer school might give just the traction you need. New ideas both from the classroom and contacts with fellow extension workers will send you back to your county with new insight and renewed vigor.

Your problem may call for more extensive repairs. Have you looked into the possibility of a leave for study? It might be for a quarter, semester, or a full year. You may undertake formal study on a college campus with the opportunity to learn new methods and techniques. Or you may find a travel study program would fit your needs—a planned program whereby you study how other extension workers cope with their problems. Any study leave will also give perspective to the problems back home and you may find them nonexistent.

Whichever method of study you choose, you may be able to find financial assistance to carry it through in one of the fellowships and scholarships available to you.

Your analysis may show that there is really nothing wrong with the car or the job—just a tired, sleepy driver. How about changing your "wreck-recreation" to "re-creation." Plan time for your personal life. Spend some weekends "away from it all." And more important take those 30 days annual leave, if possible, all at one time. Have a real vacation. Even if you don't think you would enjoy it, your family probably would. It may do as much good for you as a set of new spark plugs in the old car.

The slump you are in is normal, but you don't have to stay in it. Pull yourself up and you'll find yourself rising to newer heights.

Oh, To Be Understood

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standing of how to understand, and be understood.

Twelve of these 4-day workshops—10 district ones for county extension workers and 2 for the State staff—were held as the initial step in putting the teachings of the 3-week Michigan workshop into operation. The 4 Missouri representatives attending the Michigan session worked as 2 teams to handle the workshops.

Two procedures—involve-ment and visualization—did much to bring forth comments from participants such as “a very worthwhile workshop” and “an excellent conference.” The Michigan session drove home the idea of involving people to get learning. So—in the Missouri sessions, we kept them involved. Then we played heavy on the visuals—another point so aptly demonstrated at the Michigan workshop. Fowler Young, a seasoned extension worker who has made wide use of visual aids, said the highlight of the conference for him was the demonstration of “how to use visual aids with greater meaning.” Another agent, Alfred Byrd, commented, “I appreciated all phases of the workshop but especially the buzz sessions and the opportunities for everyone to participate.”

Evaluation questionnaires completed at the close of the workshops show that the instruction and practice session in public speaking was best liked in the 4-day program. Forty percent listed this part of the program as “most helpful.” Another down-to-earth phase of the program receiving a great deal of favorable comment was the discussion and demonstration of various group techniques, such as improvement of meetings, conference leadership, panels, case studies, and skits.

Communication efficiency drew lots of healthy discussion. As a result, we now have a better understanding of the need to be more specific in our message, and to select more carefully our channels. Furthermore, we have a new appreciation of the kind of treatment we give our messages, and the importance of aiming for a specific audience.

The section on group action also

drew a favorable nod of approval from participants. Here we took up such important subjects as how we act as individuals, how we act in groups, and how we get our ideas into action.

These were the topics that agents selected as being particularly helpful. But 65 percent of the participants added the comment that every part of the 4-day program had been helpful to them.

Obviously, busy extension workers found it a little difficult to take nearly 1 week from their already full schedules. But this we believe: Taking a 4-day look at communications

made an impact that we couldn't have hoped for if the same time and material had been broken into 1-day sessions and given over a period of time. This 4 days of thinking together seem to bring about a new understanding and appreciation for the need for good communications.



SOAP

Activities ON THE SCALES

by Hazel Leupold, Home Demonstration Agent,
Fremont County, Wyo.

IN December 1953 I came to Fremont County, Wyo., as the home demonstration agent, and I soon discovered that I had a real time-management problem on my hands. During the next two and one-half years, I worked hard on this problem.

Then in the summer of 1956, I had the opportunity to make an all-over job analysis in Mary Louise Collings' class in Extension Evaluation at Colorado Agricultural and Mechanical College. My study was titled “An Analysis of Use of Time.”

In making this study, it was necessary to determine the functions which I as a home demonstration agent felt I should be performing in my county. These five broad functions were:

- Developing Working Organizations.
- Developing Program Plans.
- Directing the Home Demonstration Agent's Program.
- Developing Good Public Relations.
- Improving Professionally.

The functions with their subdivisions were listed in the left-hand column. Each activity was then

listed in the right-hand column opposite the function it helped to perform. In making this analysis, I found that 15 once-a-year activities, such as seed show and achievement days, come under the function of developing good public relations.

Following this evaluation, the relative importance of each of the activities was analyzed. Each activity was rated as very important, important, or less important. I asked myself three questions of each activity.

- Who else could do it?
- What other procedure for the activity could be followed to decrease time use?
- Should standards for the activity be lowered? The less it contributes to a function the less time it should take.

I concluded my study with a detailed analysis of possible changes in the performance of 20 activities which have brought about more effective use of my time.

The study has been of great value in developing a philosophy of time use and uncovering practical techniques for making better use of my time.



feeding and care of specialists

by E. R. Jackman, Extension Range Management Specialist, Oregon

WHEN the editor of the Review asked me what sort of training had been most helpful to me, I came to with a start. How did I get into this job anyhow and why do they keep me on the payroll? Is it because of any training?

Training, of course, can be accidental or planned; formal or gained in dogfights; on the job or extra-curricular. To see whether any kind of training has been helpful, we'd better go at this backwards; see what ammunition a specialist carries, and then check back to see where he bought it. Each extension director would make a different list of desirable ammunition for their specialists. One director's list might look impossible to another, or at least be-nighted.

But a few things should be common to all lists. For example, ability to communicate. No specialist would be much of a bargain from the shelf if no one ever knew what he was talking about. You know the limerick?

There's a notable family called Stein;

There's Gertrude, there's Ep, and there's Ein.

Gert's poetry's punk
Ep's statues are junk
And nobody understands Ein.

Ein undoubtedly was a marvelous scientist, but he didn't go out into the ginsengs and sell curved space to the cowboys and Indians.

Now *there* is a place where training is possible. We are all born with limited communicability and what little we have is not much better than that possessed by the guy in the next crib. So every extension worker should have excellent training in use of our language. English is marvelous. It has drawn from every other tongue and is rich, fluid, ever-changing, colorful, dramatic, imaginative. There are words for every tint and shade. Why are some English teachers so pedantic? They are selling the most vibrant, most useful material we will ever have, and they might as well be selling mud.

Training in English starts at home, but it can be taught. In college we have courses in composition, journalism, public speaking, radio, debate, drama, short-story writing, scientific writing, and many others. Those in contact with students preparing for Extension can help by encouraging them to take all possible courses in—not English—use of English.

What else does the specialist need? Here are a few things: Human warmth, perception, and understanding; imagination to see things as they might be; stature enough to avoid disregard; genuine humility in presence of small successes; subject-matter competence. Of these things, only the latter can be learned in school. One can team up here again with English, because the rapid

reader, the person with fine command of English, finds it easier to study and to learn.

He can find the kernel of truth in a few minutes while one less skilled in the language spends hours sifting through straw verbiage.

Would it pay a middle-aged—let's not say that. Let's start again. Would it pay a specialist, not the newest or youngest, to take time off to study English? I don't know. I think it would if he could find a teacher who really teaches the student, not at him. The teacher, of course, if he is very canny, may sugarcoat the knowledge by calling it a course in radio, TV, or news writing. I tend to shy away from the arty things, the courses, say, in Communication or Discourse.

We have extension folks studying at Harvard, Columbia, and other schools. Usually they take courses in administration or sometimes in economics. Attempts to improve one's self always are laudable and usually the training shows in some way and is worthwhile. Horizons are widened, new friends made, and personalities are enriched. Sometimes ability to communicate is increased, sometimes decreased; but rarely do the studies result in more human warmth, more understanding of less gifted persons, more imagination, more humility.

(Continued on next page)

Without exception, in my experience, every person who has taken additional study has been improved. It always improves his stature, because it gives him more confidence in himself, and other desirable qualities develop. But maybe the study could do more to help him in his job. Maybe he could do better extension work if he paid less attention to more glamorous or important-sounding courses and took all the really good English courses he could find.

I suppose every course in school helps a person in some un-noted way. In my own case, I am aware of help from one high school teacher and three college teachers.

The high school teacher was Susan G. Stokes, a science teacher in Orange, California. I wish I could throw discretion and editorial restraint out the window and recklessly spend 500 words telling about her. She demanded, not good work, but the *best* work each student could give. And she graded that way. One student would get an A for work that, done by a boy with more ability, would not bring a C. Long after school hours I went into her room one day and found her at her desk sobbing. Fumbling, disconcerted, I asked what was wrong and was utterly flabbergasted when she said: "I had such hopes for you, and you are just shirking and doing only a little of what you could do." There was no guile. She was simply heartbroken about it and I was already doing work worth an A in any other course in school. She talked a little then and said passionately, "Nothing is good enough. Even the best is not good enough. But to stop before you do the best is a kind of failure." Nothing ever made such an impact on me, and as long as I was in her class she didn't have to cry about me any more. I learned from her that average work should be a reproach. There is a saying "The best doctor and the best lawyer are scarcely good enough." That applies as well to a specialist or a county extension worker.

The college teachers were Professors Gilruth and Welch at Montana State and George Hyslop at Oregon State. Gilruth was very young and taught English with consuming wit and incredible stimulation. Just to

be in his class was high adventure. Dr. Welch taught veterinary medicine. I took the course because I had to, but came to regard each lecture as worth paying for. He had a fearful and wonderful imagination and whether we learned anything about animal diseases or not we learned that knowledge doesn't *have* to be dull. George Hyslop taught all classes in a rambling, disorganized way that would have put him at the bottom of the pedagogical scale except that he had a tremendous interest in each boy. A deep, personal interest prompted him always to look up the boy's mother and talk to her about her son, so that the boy could be taught things outside of the book . . . things he needed to know. He really taught that tolerance, kindness, and understanding are essential parts of agronomy.



This issue of the Extension Service Review is steering toward the goal of professional improvement. I have not taken any advanced work, and now I am too near retirement. It would be like taking a course in plowing after all the plowing is done. I was in Extension almost at the start. I have seen it develop from the squirrel-and-grasshopper-killing stage on through merchandise peddling, Farm Bureau, cooperative organizing, farm relief, war rationing, community leader training, and now program projection. But that is just to say that, sparked by Extension, the farmers of America have progressed in my lifetime more than they progressed in the 2000 preceding years.

I am happy to have had a part in it. I have had fun and I wouldn't have traded my job for any job I can think of. But the question asked by the editor, "What training has helped you most" still has me stumped. Maybe it's like saying to a circular saw, "What tooth is most important?" I suppose I've been trained

a little by each of the many thousands of farm visits, by each of the several thousands of farm meetings, by each of the many thousands of farmer and rancher friends, and by each of the dozens and dozens of fine friendly folks in extension work.

Listen to the People

(Continued from page 11)

low-cost poultry houses, operation of milk marketing orders and the like.

After every visit, I return to my typewriter with a sound-picture file of vivid memories. I came back loaded with suggestions for news stories to be checked out with the specialists—and with words to help me write them, with faces to keep in mind while I was talking through type. I came back "raring to go," with a fresh outlook, with inspiration that kept my typewriter keys rattling for days.

How about the agents? Ruby Knudson, Clallam County, said "We need this kind of information, too." Carolyn Watson, Clark County, "I'm going to make some visits on my own." Mae Stephenson, Clark County, "I'm going to follow up some of these visits." Esther Call, Stevens County, "These visits have been valuable to me, too. They've turned up requests for two 4-H Clubs, a homemakers' club, and a special interest workshop." Joe Maxwell, Stevens County, "I think we've turned up two good prospects for farm and home planning. And I don't know when I've had so much fun. Hope we can find or make time to do this more often."

I repeat: There are few better ways to get a real insight into the hearts and minds of the people in your State than to pay them a leisurely old-fashioned visit. And if you select people you don't know, you'll also get a pretty objective appraisal of the extension program.



General or Special Training for the Specialist?



Four Views

To be an authority

by George R. Gist, Extension agronomist, Ohio

THE extension specialist who attempts to function as a county agent at large is as out of date as the one-horse shay. Farmers are constantly facing problems whose solutions lie deep in chemistry, mathematics, physics, plant or animal physiology. When the answers to these troublesome problems are not forthcoming from the office of the county agent, farmers turn to other people for their information and guidance.

The primary function of the extension specialist is that of training county extension agents and other rural leaders. The training needed to meet today's problems is training in specific physical and biological sciences, not in broad generalities. The extension specialist can furnish such training only when his own education is highly specific and technical.

An important responsibility of the extension specialist is that of transforming research data into usable recommendations for the farmer and his family. To interpret research, he must have a thorough understanding of research methods and techniques. Such understanding cannot be obtained secondhand.

The good extension specialist is one whose training and experience parallels that of the research worker. How can a specialist interpret data without a thorough familiarity with the language and the meaning of the

terms which are the bywords of the researcher?

Few extension workers have adequate time to read and to study while on the job. Few have the opportunity to keep abreast of advances in the basic sciences of chemistry, physics, mathematics, statistics, and the biological sciences while doing full-time extension work.

The judicious use of leaves of absence for study in a specific subject-matter field and related fields is the only way in which many extension specialists can advance professionally in their chosen subject-matter area. A person does not stand still. Science and scientific thinking are advancing. We either progress with it or we quickly fall behind.

To know people

by Howard E. Thomas, Rural sociologist, Cornell University, New York

Suppose we attempt to answer this question of training for specialists by suggesting that it be limited to educational techniques. Such an idea obviates the need for balance between the various divisions of knowledge. For, unless a specialist has something to teach, what is his role in Extension? Therefore, the question really is, how much of each subject-matter field should be included.

The relatively slow rate at which recommended practices are adopted is not due to a lack of technical subject matter. Nor is the rate due to the fact that knowledge is unavailable.

Adoption rates appear to be closely related to the recipient's readiness and to the specialist's skill in communicating the value of adoption. If there is readiness to adopt, the problems are trivial. If expression equals impression—which is an excellent definition of good communication—there is always the disturbing question, Why such limited adoption? If technical knowledge alone is adequate, why does the persistent slow adoption rate continue to plague our planning? Adoption practices cannot be laid to the specialist: he is trained in subject matter. Is it, then, reasonable to expect that more intense training in his division of knowledge will likely resolve our difficulties?

The explanation of adoption rates frequently suggested to me during a recent visit to numerous foreign countries ran something like this: "These people are too stubborn to change." or "They are incapable of changing."

If we accept this idea of stubbornness, how can our extension activities be justified? If, however, we admit that a disregard of the laws of learning and living may be responsible for slow adoption of ideas, how can we continue to ignore the need for more inclusive training for specialists any longer?

A specialist must have something to teach, but he must also recognize that there are laws of living and learning which affect the transmission and acceptance of knowledge. Whatever a specialist's field may be, his training should include a study of the laws of learning and living. It is equally important that a specialist

understand the situational forces operating to prevent or to facilitate learning. His skill in aiding the learner to see value in the acceptance of new knowledge and practices must be as extensive as his grasp of subject matter.

We must always recognize that knowledge is a means to an end; not an end in itself. Training is needed to reduce the gulf between the specialist and the recipient of his research and study. For knowledge is sterile unless what a specialist knows can be taught and learned. Success in teaching and learning can be measured by research techniques.

Regardless of a specialist's academic background, there are definable areas of subject matter important to carrying on his work effectively. These include understanding the processes by which new information is diffused in a culture, and the processes of accepting new practices; how need affects response; how value conflicts and conflicting frames of reference influence programs. These are but a few of the areas which need strengthening. Few of us can point to achievements which equal our preparation or dedication. This ought not to be.

But this isn't all. We must also take into consideration and understand such things as cultural heritage, status systems, conformity pressures, social configuration, peer group, and that subtle influence which some people exert over others. The specialist may not like it, but he will do well to study what research in other fields is suggesting about the fact that people tend to associate in groups and that groups influence people and vice versa. Knowledge of the configuration of any group will help us to understand who influences whom and why a group will or will not change its characteristic way of doing things.

During the past 25 years social scientists through research have contributed a wealth of information concerning human behavior. We have only just begun to appreciate and to utilize this material in our efforts to aid people. The interpretation of an existing body of knowledge should be accepted as a part of extension training for the specialist. Failure to understand and to use research

findings is a price which none of us can afford to pay for the luxury of ignorance of what to teach or how to teach it.

To improve one's weaknesses

by Donald J. Bushey, Extension specialist in floriculture, New York

Complete, detailed, and up-to-date technical training is essential to the teaching success of any extension subject-matter specialist. He could not be a good teacher of a technical subject without it. Also, there is no question that if this technical training could be supplemented with a good background in general education and teaching methods the specialist so trained would be able to present his information more effectively than he could without an understanding of good teaching procedure.

It would be presumptuous to present one side of a debate, technical training versus general education for extension specialists, without honest consideration of the value of the other phase. Because there is extreme difference in the abilities of individuals, general conclusions on this subject could go far astray. A widely read individual, one with natural teaching ability, needs less formal training in general education if he has a good technical understanding of his specialized field of endeavor.



If each extension specialist, or any other teacher, could arrive at a true evaluation of his own technical ability and general knowledge of good teaching procedure, he could then plan the additional training program that would best equip him to effectively conduct his teaching assignment. It is obvious that personal

characteristics such as a pleasing personality, willingness to work cooperatively with others, and a desire to be of service will greatly reinforce the effectiveness of the teacher.

Too often a teacher is employed with emphasis placed on the advanced degrees he has acquired and the numerical height of his scholastic record. Usually this formal schooling has been done with emphasis on technical subjects and therefore is a most important part of a fair evaluation. However, it could lead to an unfortunate choice for the particular job in question if other abilities and characteristics were not explored. If the individual being considered has had experience in teaching, his past record is an indication of his qualifications. If he is a new graduate, without practical experience, a personal interview and a well-designed aptitude test might bring out his true worth better than his scholastic report.

Some who have been brilliant students because of their ability to learn quickly may be less patient as teachers than those who obtained passing grades by hard work. They may also have more difficulty making practical application of what they have learned. The individual being considered might be one who habitually does not speak loud enough to be heard beyond the third or fourth row of seats, one whose enunciation is not clear, or who has some other unfortunate manner of presentation. In any such case the effectiveness of his teaching is reduced to a point where his listeners will begrudge the time and effort spent in coming to get the information they needed.

Any teacher can improve his effectiveness by taking the courses he particularly needs, perhaps in evening school or at summer school. Or he may want only to keep up to date on current research and other new developments. He should not necessarily be required to use his summers taking a formal series of courses leading to an advanced degree. Frequently the time spent becoming proficient in two foreign languages and certain required subjects might better be spent studying subjects that will have direct application to his work. For many individuals, the cost of extra

(Continued on page 23)

Fellowships and Scholarships



The National Committee on Boys and Girls Club Work Cooperating with the Federal Extension Service.

Six fellowships of \$2,000 each for 10 months of study in the United States Department of Agriculture under the guidance of the Federal Extension Service are available for young extension workers. The National Committee on Boys and Girls Club Work, 59 East Van Buren Street, Chicago, Ill., provides the funds. Fellows may study at a local institution of higher learning or may organize an out-of-school program of study.

Three fellowships are awarded to young men, three to young women from nominations by State directors of extension or State 4-H Club leaders to the Personnel Training Branch, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C. Applications must be received by March 1. Application blanks may be obtained from the State director of extension.

The National Agricultural Extension Center for Advanced Study

About 25 fellowships are to be awarded annually on a competitive basis to degree candidates or special students. For students without other financial support, these amount to \$4,000 for the 10-month academic year or \$4,800 for the calendar year.

Graduate assistantships involving part-time work are available also in the amount of \$130 per month, the work to be done in the center to assist with research or teaching.

The deadline date for filing applications is 6 months prior to the semester in which the student wishes to enter, or March 1 for the fall semester and October 1 for the second semester.

The Center for Advanced Study is sponsored cooperatively by the American Association of Land-Grant Colleges and State Universities, Federal Extension Service of the U. S. Department of Agriculture, the W. K. Kellogg Foundation, and the University of Wisconsin.

Persons interested in inquiring about the opportunities at the center should write to Dr. R. C. Clark, Director, National Agricultural Extension Center for Advanced Study, College of Agriculture, University of Wisconsin, Madison 6, Wis.

The Fund for Adult Education Study Grants

The Fund for Adult Education offers grants for academic study, supervised field experience, or combinations of the two leading toward the advancement of persons concerned with the liberal or general education of adults. For the purposes of this program, liberal adult education is distinguished from vocational or technical education. It is concerned with education in world affairs, political affairs, economics, and the humanities broadly defined.

Each applicant proposes the program he desires and indicates whether he wants to work toward a degree. Whatever nature the study takes it should be designed to increase knowledge, improve skills, and

develop general competence of the individual as he functions in adult education.

No specific sums are designated for the grants; the applicant is expected to indicate a sum that is appropriate to his or her own study situation.

All activities under a grant must be confined to the continental United States. The period of the grant may be as short as several months or as long as 12 months. It can be on a part-time or a full-time basis.

All inquiries, requests for application forms, and other communications should be addressed to Ronald Shilen, Executive Secretary, Leadership Training Awards, The Fund for Adult Education, 320 Westchester Avenue, White Plains, N. Y.

Charles H. Hood Dairy Foundation

County Agent Summer Course Scholarships: The Foundation awards a limited number of extension summer course scholarships. These scholarships are granted to qualified agricultural extension agents employed in New England. The maximum amount granted an individual is \$75 toward a 3-week course and \$150 toward a 6-week course.

Fellowships for Graduate Study: This Foundation is interested in the advancement of dairy farming in New England. Because of this interest, a limited number of fellowships in support of graduate study will be awarded. Fellowships are available to graduates of New England colleges whose background, education and experience indicate that further study

will enable them to make a contribution toward improved dairy farming in the area. Study may be undertaken in any recognized university provided the program of courses is related to the production or distribution of milk.

The amount of each fellowship is determined on the basis of the recipient's needs and will not exceed \$2,500. Nearly all grants have been under \$2,000.

Applications will be received until March 15. Application forms and information are available from Eastman F. Heywood, Executive Secretary, Charles H. Hood Dairy Foundation, 500 Rutherford Avenue, Boston 29, Mass.

Harvard University

The Graduate School of Public Administration at Harvard is offering Conservation Fellowships in the amount of \$3,000 each for the academic year 1957-58. The program is designed to provide training in the economic and political aspects of the conservation and development of the renewable natural resources. Applicants should be men who are ready for advanced training and promotion. Completion of the program of 1-year entitles the Fellow to the degree of Master of Public Administration.

Applications are made through the State director of extension to the head of the Personnel Training Branch, Division of Extension Research and Training, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C. by March 15, 1957.

Pfizer Awards

The Charles A. Pfizer Co. of Brooklyn, N. Y., has announced the sponsorship of four fellowships for travel or study to be offered in the fall of 1957 to home demonstration agents, one in each extension region. The awards are \$1,500 each. Application forms may be obtained from the State extension director; one application from each State should be approved by the State selection committee and forwarded with a letter of approval to the Federal Extension Service Personnel Training Office by August 1, 1957.

Horace A. Moses Foundation, Inc.

The Horace A. Moses Foundation, Inc., West Springfield, Mass., is providing 102 scholarships of \$100 each, two scholarships in each of the States and Territories, to qualified professional staff members of the Cooperative Extension Service. Applicants are nominated by their respective State extension directors to a joint scholarship committee from the Cooperative Extension Service and the Foundation.

Preference will be given to a man and a woman county extension worker from each State if all other considerations are equal. The applicant shall not have previously received one of these scholarships and must be devoting one-third time or more to work with rural youth.

The scholarships are to be used for attendance at one of the approved short-term (3 weeks or longer) schools for extension workers. The applicant is to enroll in the 4-H or YMW course plus others of his choice.

Applications are made through the State director of extension to the head of the Personnel Training Branch, Division of Extension Research and Training, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C., by April 1.

Sarah Bradley Tyson Memorial Fellowships

For a number of years the Woman's National Farm and Garden Association has offered annually the Sara Bradley Tyson Memorial Fellowship of \$500 for advanced study in agriculture, horticulture, and the "related professions." The term "related professions" is interpreted broadly to include home economics. This year the association is making available two such fellowships.

Applications are made to Mrs. Walter G. Fenton, Chairman, Committee on Applications, 20800 Moxon Drive, Mount Clemens, Mich.

Farm Foundation Scholarships in Public Agricultural Policy

The Farm Foundation is offering 100 scholarships, 25 to each extension

region, for county extension agents attending the regional summer school courses in public agricultural policy.

The Foundation will pay two-thirds of the expenses of the agents selected by the directors, not exceeding \$100 to any one agent. Both agricultural and home agents are eligible.

Applications for scholarships are made through the State director of extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

Farm Foundation Scholarships for Supervisors

The Farm Foundation offers 15 scholarships to extension supervisors on the following basis:

The Farm Foundation will pay one-half of the expenses or \$100, whichever is smaller, toward the expenses of one supervisor per State up to 15 States enrolled at the 1957 Wisconsin Regional Summer School in the supervisory course.

Applications should be made by May 1 through the State directors of extension to Dr. V. E. Kivlin, Associate Dean of Agriculture and Director of the Regional Extension Summer School at the University of Wisconsin, Madison, Wis.

Farm Foundation Fellowships

This foundation offers eight fellowships for a period of 9 months at \$2,000 each. Fellowship aid is available to State extension workers upon recommendation of State directors of extension. Priority is given to extension workers who are, or will be, in the administrative field, but persons with subject-matter responsibilities are not excluded from awards. The fellowships apply in any one of the following universities and colleges: California, Chicago, Cornell, Harvard, Illinois, Iowa State, Michigan State, Minnesota, North Carolina State, and Wisconsin. Applications are made through State directors of extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, Chicago 5, Ill.

National 4-H Club Foundation and Sears-Roebuck Foundation

In 1957, for the sixth year, we will have 50 scholarships available to extension workers for training in human development education as the result of a grant from the Sears-Roebuck Foundation to the National 4-H Club Foundation. The 6-week training program is planned for Cornell University from July 1 to August 10, 1957.

As in the past, scholarship applications will be open to one man or woman extension worker from each State or Territory provided they devote one-third or more time to work with or for youth. Applicant shall not have received one of these scholarships before. Size of scholarships will range from \$175 to \$225.

Application blanks may be obtained from the State extension director. Approved applications are to be sent by the State director to the Personnel Training Branch, Federal Extension Service, U.S.D.A., Washington 25, D. C., by April 1.

The Specialists

(Continued from page 20)

formal study is prohibitive. His personal advancement, in title or salary, should be based more on his knowledge and interest in his chosen subject, his ambition and willingness to work, and on his teaching ability (with emphasis in that order), than on his degrees and his formal scholastic record.

To cultivate and persuade

by C. D. McGrew, Extension dairy specialist, Ohio

The question of how much generalized extension training an extension specialist needs could be applied to the breadth of training needed for technicians, specialists, and professional people in other fields.

Let's examine the job of the extension specialist. The intent of the Smith-Lever Act and subsequent laws pertaining to Extension implies strongly that extension workers teach so effectively that research findings are put to use. The specialist is primarily an interpreter and translator of research. The extension worker seldom has the captive audience

found in the elementary school or college classroom.

Instead of a four-wall and blackboard, regular class, and graded-lesson type of situation, extension teaching is more likely to be in a barnyard or kitchen setting with students of varying ages, experiences, and interests who come to learn of their own free will without compulsion of law or prodding of parents. Extension classes may be held in the morning, afternoon, or evening. Some students may be tired and discouraged, others eager and alert. The teaching situation may be a telephone conversation, a chance encountered on the street corner or at the grocery, at a field day that may be hot or rainy, across the desk, or by radio, press, or TV.

Such varied and often difficult situations require more than ordinarily capable and adaptable teachers with unusual devotion and exceptional training. What kind of training would best fit the extension specialist for this type of teaching?

It is generally agreed that there can be no compromise with understanding of one's subject. It is rather well established that this requires a bachelor of science degree and many institutions have set as a minimum the master of science degree or its equivalent in formal training for specialists. The question then seems to be the essentiality of the doctor of philosophy degree for specialists. Since the research leading to the dissertation occupies much of the time and energy of the candidate for the Ph. D. degree the big question is what type of thesis and research would be most appropriate for one who is now or expects to become an extension specialist. The traditional thesis research should be helpful in analysis, in development of the scientific method, in helping to cultivate a better understanding and appreciation of the nature of research.

Few would argue against the highest standards of pre-service and in-service training for extension workers. Few would object to having all extension specialists acquire their Ph. D. degree, unless something better is available.

In recent years the 3 weeks' regional summer extension schools have met a need for county agents, es-

pecially those in supervisory capacities. Many specialists think that the courses are not designed primarily for their benefit.

My own experience after having attended four such sessions is that they can be equally useful to the specialist and the county worker. I should hasten to state that I would not consider the short courses as substitutes for regular, full-time, graduate study.

With the increased size and scope of extension work, serious consideration should be given to a new and special type of graduate study for specialists. If the traditional Ph. D. does not provide the best type of formalized training at this level for extension work, then it would appear that a comparable degree and course of study may be needed with particular regard to training which will be most helpful for accomplishing the tough teaching task in this challenging field.



Time Use

(Continued from page 14)

worker's family, the ultimate purchase of a home which must be planned for a long time.

Look for a Simpler Way

The methods of work simplification have much to offer individuals for self-improvement and for evaluating their effectiveness at their work. Work simplification is the development and use of easier and quicker ways of performing tasks. It is concerned with the identification of the goals and purposes to be achieved in working in addition to the motions that make up an individual job. Well-defined goals and purposes set limits beyond which continued effort is unnecessary.

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University of Arkansas Fayetteville

June 24—July 12

Extension Education in Public Affairs
(to be announced)

Development of Extension programs,
Charles A. Sheffield, Federal Extension Service

Effective Use of Information Media
(to be announced)

Principles of Extension Education (to be announced)

Organization and Procedures in 4-H Club Program, Lloyd Rutledge, Federal Extension Service

Use of Groups in Extension Work,
Ralph J. Ramsey, Kentucky

Colorado Agricultural and Mechanical College

Fort Collins

June 17—July 5

Principles and Techniques in Extension Education, K. F. Warner, Federal Extension Service

Organization and Development of Extension Program (to be announced)

Principles in Development of Agricultural Policy, Tyrus R. Timms, Texas

Rural Recreation, Stewart G. Case, Colorado

Public Relations in Extension Education, William L. Nunn, Minnesota

Rural Sociology for Extension Workers (to be announced)

Individual Farm and Home Development, Arthur W. Peterson, Washington, and Mrs. Lila B. Dickerson, Washington

Principles in Development of Youth Programs (to be announced)

Extension Information Service, Lisle L. Longsdorf, Kansas

Cornell University Ithaca, New York

July 1—July 19

Principles in Development of 4-H Work, Mylo Downey, Federal Extension Service

Farm Family Business Planning, Robert S. Smith, New York

Working with Groups, Gordon Cummings, New York

Program Building in Extension Education, J. Paul Leagans, New York

Evaluation in Extension Work, Fred P. Frutchey, Federal Extension Service

Communications in Extension Work, George H. Axinn, Michigan

Farm Policy Education, Kenneth L. Robinson, New York

Prairie View Agricultural and Mechanical College Prairie View, Texas

June 10—June 29

Farm Housing, Stella Mitchell, Alabama, and Earl R. Bell, Oklahoma 4-H Organization and Procedure, Emmie Nelson, National Committee on Boys and Girls Club Work, Chicago

Agricultural Communications, Sherman Briscoe, Office of Information, USDA

Farm and Home Development, Mrs. Eula J. Newman, Texas, and Cecil A. Parker, Texas

Development of Extension Programs, Martin G. Bailey, Maryland
Sociology, Bardin H. Nelson, Texas

University of Wisconsin Madison

June 10—June 29

4-H Club Organization and Procedure, T. T. Martin, Missouri

Extension Methods in Public Affairs, J. B. Kohlmeyer, Indiana

Extension Communications, Hadley Read, Illinois

Farm and Home Development, John B. Claar, Federal Extension Service

Administration of Extension Work at County Level (to be announced)

Development of Extension Programs, Gale VandeBerg, Wisconsin

Evaluation of Extension Work, Laurel Saborsky, Federal Extension Service

Rural Sociology for Extension Workers (to be announced)

Supervision of Extension Work (to be announced)